The Integration of Open Educational Resources Into Your Library

Jan. 31, 2015 | #alamw15 | Chicago, IL
Quill West
Pierce College District

Kristi Jensen
University of Minnesota

Shan Sutton
Oregon State University
## Returns on Investment

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
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<tr>
<td>June 30</td>
<td>127</td>
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<tr>
<td>July 31</td>
<td>160</td>
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<td>August 31</td>
<td>307</td>
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<tr>
<td>September 30</td>
<td>580</td>
</tr>
<tr>
<td>October 31</td>
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### Notes
- Returns on investment show an increase from June 30 to October 31.
- The investment grew by 307% over the 4-month period.
How to teach undergrads how to become open source contributors...
OER was one step closer to affording another class, which is one step closer to my degree. - Sarah Barnes
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Faculty Attitudes about OER and What That Means for Libraries Today

Kristi Jensen, eLearning Librarian
University of Minnesota
Financing for Colleges Declines as Costs Rise

By TAMAR LEWIN  
Published: March 6, 2013

State and local financing for higher education declined 7 percent in fiscal 2012, to $81.2 billion, according to the annual report of the State Higher Education Executive Officers Association, and per-student support dropped 9 percent from the previous year, to $5,896, in constant dollars, the lowest level in at least 25 years.

“Tuition revenues are up substantially due to higher prices and more enrollments, but not enough to offset losses of public funding,” said Paul Lingenfelter, the president of the higher education group, based in Boulder, Colo. “Students are paying more, while public institutions are receiving substantially less money to educate them. These one-year decreases in funding and increases in student costs are unprecedented over my 40-year career in higher education.”
Students

December 4, 2013

Borrowers' Average Debt at Graduation Climbs to $29,400

By Beckie Supiano

Seventy-one percent of students who graduated from four-year colleges in 2012 had student loans, an average of $29,400, according to a report released on Wednesday offering the most accurate assessment of borrowing nationally in years.

The report, "Student Debt and the Class of 2012," was produced by the Project on Student Debt, part of the nonprofit Institute for College Access & Success. It also breaks down borrowing by state and by college, where
Inside the Flipped Classroom

Rather than lecture, Maha Zewail-Foote (left), a chemistry professor at Southwestern U., works with students, including Sara Infante, during class time.
What Color Is Your Online Adult Course?

By JOHN F. WASIK  MARCH 17, 2014

As part of the latest wave of online learning platforms, Massive Online Open Courses (Moocs) have gone viral. They can be useful for certain students, although those interested in changing or enhancing their careers should consider their more intensive sister, distance learning.

A Mooc is a mostly free, open course that nearly anyone can apply for and “attend” online. While there may be readings and lectures, students are generally not graded by a professor the way they would be in a traditional college course. You may often come and go as you please.

More than 4.5 million students were enrolled in Moocs at the end of last year, with some six million expected to participate by 2015, according to Kate Worlock, an analyst with Outsell, a research and advisory service based in Burlingame, Calif.
2 Senators Offer Bill Promoting Open-Access Textbooks

A bill introduced in the U.S. Senate on Thursday would encourage the creation of free online textbooks by offering grants for pilot projects that produce high-quality open-access textbooks, especially for courses with large enrollments. Grant money would also be available to help faculty members find and review such textbooks, as well as to conduct research on how well open-access textbooks meet students’ and faculty members’ needs.

The bill, called the Affordable College Textbook Act, was introduced by two Democratic senators, Richard J. Durbin of Illinois and Al Franken of Minnesota. Senator Durbin introduced a similar bill in 2009 that did not become law, but he is revisiting the textbook-
Impact on Faculty

• Pressure to think about teaching and learning in their classrooms in new and innovative ways

• Developing awareness and concern about:
  – the increased cost of higher education today for their students
  – issues related to the current and developing business models for textbooks
  – the impact of high textbook prices on academic success
Faculty and OER Today

• Awareness of OER

• Reusing Content

• Willing to Share
USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS?

- I will: 16.2%
- I might: 30.9%
- Not interested: 6.2%
- Don't Know: 46.6%

Why do Libraries have a role in supporting the adoption of OER?
Deterrents to Adopting Open Educational Resources

- No comprehensive catalog
- Too hard to find what I need
- Not enough resources for my subject
- Not knowing if I have permission to use or change
- Not relevant to my local context
- Not high-quality
- Not used by other faculty I know
- Lack of support from my institution
- Too difficult to integrate into technology I use
- Not effective at improving student performance
- Too difficult to change or edit
- Too difficult to use
- Not current, up-to-date
U of M Libraries eLearning Goals

• Student affordability
• Lowered student and faculty frustration selecting and accessing course content (textbooks, coursepacks, supplementary materials etc.)
• Streamline faculty processes related to course content - save faculty time
• Support for open education and open access initiatives
• Contribute to U of M eLearning efforts as they develop further
• Provide guidance around copyright and IP concerns
U of M Libraries eLearning Themes

• Threading support for open through all of our activities.
• Partnerships on campus and beyond.
• Creating new opportunity spaces for course content conversations.
• Positioning ourselves to be involved at key opportunity/decision-making points (e.g., course design or redesign).
• Broadening our reach by demonstrating and educating others about our content services and support.
• What role can we play to promote these goals at the state and national level?
Digital Coursepack Pilot: In the Flow and Support Services

• Integrated into Moodle (CMS) environment.
• Includes a variety of content types including open content, library licensed content, royalty based content, fair use content, and faculty created content in one “online package.”
• Support services developing around open content and other alternative course content.
Coordinated Service Model: Benefits to the Libraries

- **Goal:** Develop streamlined support for Teaching and Learning on Campus
- U of M Libraries had the opportunity to:
  - shape the processes for working with faculty
  - give a voice to content issues that were not previously considered
  - leverage the inclusion of content issues in the expected culture change
  - and build trusting, highly collaborative relationships with campus partners who are often the first point of contact for faculty.
Open Textbook Library

As an instructor, you want your students to have the best textbooks possible. Unfortunately, not all students can afford the high cost of traditional textbooks.

You can change that!

You can ensure that ALL of your students will have access to your course textbook content. In addition, you can edit the textbooks to fit your courses and best meet the needs of your students.

Open textbooks are real, complete textbooks licensed so teachers and students can freely use, adapt, and distribute the material. Open textbooks can be downloaded for no cost, or printed inexpensively.

This library is a tool to help instructors find affordable, quality textbook solutions. All textbooks in this library are complete and openly licensed.

Partners

[Logos of partners: University of Minnesota, BCcampus, Purdue University, UC San Luis Obispo, Oregon State University]
Open Textbook Network

• Faculty education and engagement with Open Textbooks
• Libraries and campus support staff training
• Targeted faculty recruitment and small incentives to support participation lead to the adoption of Open Textbooks
• For additional info:
  http://z.umn.edu/opentextbooks
Partnership for Affordable Content (PfAC)

- Issue a call for Expressions of Interest – Spring 2015.
- Provides faculty with a small stipend ($500 to $1500) to explore more affordable alternative content for their course.
- Brings together all of our eLearning content efforts to date – Digital Course Packs, Open Textbooks, Coordinated Service Model.
- Results in the creation of teams (potentially including campus partners) to support faculty exploring affordable content.
- Showcase success stories to leverage future work with faculty in these areas.
What Libraries/Librarians Can Do

- Become conversant with OER issues – become Mythbusters and an Open Textbook sales rep
- Develop an understanding of the needs and opportunity spaces within your ecosystem to support open content adoptions
- Be strategic – where can you have the most impact or a quick win to build momentum for future success
- Form campus partnerships that provide a presence at key discussions/decision-making points related to course content
- Establish your short term goals but keep the long term end game in mind too
- Inspire your colleagues at home, the state, and national level to invest in supporting OER
What Libraries/Librarians MUST Do

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Resources


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Kristi Jensen, eLearning Librarian
University of Minnesota
Facilitating Faculty Development of OER

Shan C. Sutton

Associate University Librarian for Research and Scholarly Communication

Oregon State University Libraries and Press
Open Textbook Publishing

• Oregon State University
  – A collaboration among OSU Libraries, OSU Press, and Open Oregon State.

• SUNY-Geneseo
  – Lead by Geneseo in partnership with libraries at other SUNY campuses and colleges in New York.

• Portland State University
  – Provost-funded, selection committee includes Faculty Senate Library Committee members, an instructional designer from the Office of Academic Innovation, and a representative from ASPSU.
OER Development Through Faculty Grants

- North Carolina State University
- Kansas State University
- San Jose State University/Chico State University
- Temple University
- UMass-Amherst
Common Elements of the OER Development Grant Model

• Typical grant amount is $1,000
• Focus is on replacing traditional textbooks with low or no cost alternatives
• May include online reading packets, or use of non-open library-licensed materials
• Librarians often assist in identification of information resources as textbook alternatives.
Open Education and Open Access

• How should these coalesce at academic libraries?
SPARC OER Page
http://sparc.arl.org/issues/oer

OER Institute Resources
http://tinyurl.com/oer-institute

Libraries & OER Forum
http://tinyurl.com/sparc-liboer
The Integration of Open Educational Resources Into Your Library

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